Entrepreneurial activity, education and training

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Abstract
The purpose of our original scientific paper is to prove, that people, who participated in formal and/or informal entrepreneurial education and training, were more likely to be self-confident regarding own skills and knowledge needed for entrepreneurship as well were more likely to express low levels of fear of failure, which further had an impact on the likelihood to start with the entrepreneurial activity. The fact that the formal and informal entrepreneurial education and training is perceived as very important source of entrepreneurial knowledge and skills is an important information for policy makers and educators. The curricula especially at the tertiary level should, regarding our results, include especially direct experience in the real business environment. The use of experience-based real-life methods and cases is crucial to develop entrepreneurial skills and abilities. Therefore in order to integrate entrepreneurship across the curriculum, the use of action-oriented teaching approaches should be necessary.

Indexing terms/Keywords
Entrepreneurial education and training, entrepreneurial activity, perceptual variables.

Academic Discipline and Sub-Disciplines
Management, entrepreneurship.

SUBJECT CLASSIFICATION
JEL classification: M13, D01, J24

TYPE (METHOD/APPROACH)
This is a quantitative empirical research. The data basis for this paper is based on Global Entrepreneurship Monitor (GEM) research. Global Entrepreneurship Monitor is the most comprehensive research in the field of entrepreneurship in the world. Our data base consists of the adult population surveys in seven countries, although GEM combines over 70 countries all over the world. The main purpose of GEM research is to develop the data base that enables numerous and rich comparisons of many different characteristics of entrepreneurship among countries. This enables the regional perspective analysis, presented in this paper that focuses on following countries: Croatia, Hungary, Serbia, Greece, Slovenia and Turkey. To test hypotheses formed the binomial logistic regression method is used.

INTRODUCTION
There is no doubt that the development of any economic and social system is grounded to a large extent in the development of entrepreneurship [1], [2], [3], [4], [5], etc. One way of fostering economic development on the basis of entrepreneurship is to stimulate existing entrepreneurs to develop their companies, while another is to motivate and encourage the adult population to start their own entrepreneurial careers. In this paper, we are interested in the latter. Numerous researches also suggest that self-efficient individuals expressing self-confidence into own entrepreneurial abilities are more likely to start entrepreneurial career [6]. In this paper the importance of entrepreneurial education and training for increasing one's self-efficacy, expressed by the confidence in own skills and ability for entrepreneurship as well as by low levels of risk-aversion, further heightens the likelihood of entering into entrepreneurial activity, is analysed.

The data basis for this paper is based on Global Entrepreneurship Monitor (GEM) research. Global Entrepreneurship Monitor is the most important research in the field of entrepreneurship in the world. It started in 1999 with 10 countries included. Many GEM indicators that evolved through years of research are included into OECD reports and statistical yearbooks. In year 2013 the GEM research combines 70 countries all over the world. The main purpose of GEM research is to develop the data base that enables numerous and rich comparisons of many different characteristics of entrepreneurship among countries. This enables the regional perspective analysis, presented in this paper that focuses on following countries: Croatia, Hungary, Serbia, Greece, Slovenia and Turkey.

It is meaningful to conduct the study of relations among entrepreneurial education and training, individual's perceptual variables and entrepreneurial activity, since the results of our study may be used and applied in many countries where strong entrepreneurship can contribute to building a more solid economy. The results of the study can also provide suggestions for new aspects and emphases in entrepreneurial education. The purpose of our paper is to prove, that people, who had the opportunity to participate in formal and/or informal entrepreneurial education and training, were more likely to be self-confident regarding own skills and knowledge needed for entrepreneurship as well were more likely expressing low levels of fear of failure, which further has an impact on the likelihood to start with the entrepreneurial activity.
In this article we try to identify the impact of entrepreneurial education and training that might better explain the individual's decision to start with entrepreneurial career by including six European countries. Countries that were analysed in this study were: Croatia, Hungary, Serbia, Greece, Slovenia and Turkey. Regarding the stage of the development of economies these countries classified as innovation-driven economies (Greece and Slovenia), in transition from efficiency-driven to innovation-driven economies (Croatia, Hungary, Turkey) or efficiency-driven economy (Serbia), according to Porter’s model [7], 2002; (this typology is also described in more details in [19]). In the Porter’s model [7], the three stages of development of an economy are: a factor-driven stage, an efficiency-driven stage, and an innovation-driven stage, and two transitions are added, based on recent developments in the economics of knowledge and innovation. It is meaningful to conduct the study that includes countries at different stage of economic development since this expands understandings regarding the stage of development effect on relationships among entrepreneurial education and training, perceptual variables and entrepreneurial activity.

**LITERATURE REVIEW AND HYPOTHESES**

The literature review from the entrepreneurial education and training field shows that researches in this field are numerous, but are relatively modest when analysing the impact of entrepreneurial education and training on entrepreneurial activity [8], [9]. Research results, found in the literature are focused primarily on the impact of entrepreneurial education and training of entrepreneurs on growth of their enterprises – companies [10], but rarely on the impact on individual's decision to start with the entrepreneurship, although this is a precondition for establishing a business and its growth. Therefore lower levels of development of an economy are: a factor-driven stage, an efficiency-driven stage, and an innovation-driven stage, and two transitions are added, based on recent developments in the economics of knowledge and innovation. It is meaningful to conduct the study that includes countries at different stage of economic development since this expands understandings regarding the stage of development effect on relationships among entrepreneurial education and training, perceptual variables and entrepreneurial activity.

Entrepreneurial education and training sources can be formal and informal. Formal education and training provides entrepreneurial knowledge and skills as part of primary or secondary school, as well as part of tertiary-level certificate, diploma or degree program. Informal education and training refers to all other types of training, performed by universities or faculties, local business organizations or governmental agencies. In this paper formal or/and informal entrepreneurial education and training forms were defined as follows [16]. Formal entrepreneurial education and training is taking place in primary and/or secondary level, in high school or at the university level. Informal entrepreneurial education and training, if respondent participated in at least one of the following activities: non-credit evening courses at a university, entrepreneurial education and training by local business organization, entrepreneur education and training by government agency, entrepreneurial education and training by employers, self-education and training, any other informal entrepreneurial education and training.

These differentiations between formal and informal forms are important, since the importance of governmental policy when providing formal sources of entrepreneurial education and training can be defined. On the other hand the relative importance of informal entrepreneurial education and training sources, that are available to those, who are not focused on their education generally, but rather are more likely directly engaged with entrepreneurship, is defined.

In general we can expect that those who have self-confidence in knowledge, skills and experiences needed for entrepreneurship are more likely to become entrepreneurs [20]. Perceptual variables that refer to one’s personal perceptions and judgments, are, although often biased, highly associated with his/her decision to become an entrepreneur [6]. Besides self-confidence in skills and knowledge needed for entrepreneurship, the fear of business failure is included into the analysis.

![Diagram](image)

**Figure 1**: Research model of entrepreneurial education, perceptual factors and entrepreneurial activity.

Those individuals who have self-confidence regarding their knowledge and has low level of fear of failure, possess internal locus of control, meaning that they believe, that their own actions and decisions dictate the results – therefore they are also more likely to recognize and take advantage of business opportunities in their environment. We can assume that the perceived fear of failure is an important component of the risk attached to starting a new business. Therefore lower levels of perception of the likelihood of failure should increase the likelihood that an individual will start a new business. But it is still unclear, whether the entrepreneurial education and training is associated with individual's self-confidence in his/her knowledge and skills needed for entrepreneurship as well as the impact of entrepreneurial educational activities on fear of failure.

The research model is presented by Figure 1. The research hypotheses that are formed are:

H1: Individual's confidence in his/her knowledge and skills for entrepreneurial behaviour is strengthening by his/her participation in the formal and informal entrepreneurial education and training.
H2: Individual's level of fear of business failure is lower by his/her participation in the formal and informal entrepreneurial education and training.

H3: Individual's decision to become an entrepreneur is influenced by his/her perceptions of own skills and knowledge, needed for entrepreneurship and by perceived fear of failure.

METHOD

Research design

A study was conducted using the adult population surveys in all participating countries. The main data source for our research is Global Entrepreneurship Monitor (GEM); within it the rich database for complex analysis of several aspects of entrepreneurship studies is available. The data collected and assembled as part of the GEM research program are consistent with the current technical standards in social science research. The GEM research provides cross-national harmonized datasets on several components of entrepreneurship, including data on educational aspects (methodology of GEM research and survey are described in more details in [16]).

Research sample

The data on entrepreneurial activity in these countries were gathered by adult population surveys within the GEM 2013 research cycle (for Serbia – in 2010). Within GEM 31 countries (also the six countries included into the study described in this paper) in the year 2008 participated in the in-depth research of formal and informal sources of education and training for entrepreneurship; in the survey all together N = 12,884 respondents participated. Number of respondents from countries included into the survey were: from Greece 1,962, Hungary 1,994, Turkey 2,400, Serbia 1,696 and Slovenia 3,019. The GEM data source is the only one that makes comparisons of early-stage entrepreneurship, as well as the determinants that might influence entrepreneurship in different countries, possible.

Data analysis

The methodology used includes binomial logistic regression for testing H1, H2 and H3. The binomial logistic regression estimates the probability of an event happening. In the case of H1, the event is that an individual perceives the fear of failure. In the case of H2, the event is that an individual has self-confidence in skills and knowledge needed for entrepreneurship. In the case of H3 the event is that an individual is an entrepreneur. Maximum likelihood estimations were used to calculate the logit coefficients which denote changes in the log odds of the dependent variable. We assessed the goodness of fit of the models using the Pearson Chi-square test, the rate of correct classifications and the pseudo R2. The significance of individual independent variables was tested using the Wald statistics. The SPSS 19.0 was used.

The dependent variables for testing H1, H2 and H3 were as follows:

For testing H1 - Respondent, who answered “yes” to the question: Would fear of failure prevent you to start a new business?, were assigned values equal to 1 of the dependent variable (0 otherwise).

For testing H2 - Respondent, who answered “yes” to the question: Do you have skills, knowledge and experience needed to start a new business?, were assigned values equal to 1 of the dependent variable (0 otherwise).

For testing H3 - Respondent, who answered “yes” to the question: Are you, alone or with the others, trying to start a new business or have a business that is not older than 42 months?, were identified as early-stage entrepreneurs (they were asked also some additional questions) and were assigned values equal to 1 of the dependent variable (0 otherwise).

Independent variables indicate the involvement of respondent into formal or/and informal entrepreneurial education and training, according to described classification in previous chapter [17]. All independent variables describing participation of individual at a single form of entrepreneurial education and training are binary 0-1 variables, having value 1, if respondent was participating, 0 otherwise.

Binomial logistic regression models included also testing for possibility of stage of economic development effect by using simple coding that allowed us to compare each stage of economic development against the efficiency driven economy. We constructed a categorical variable for the stage of economic development (0 - efficiency-driven, 1 - transition from efficiency to innovation driven, 2 - innovation driven economy) and selected efficiency driven economy as the reference stage of economic development in the binomial logistic regression model.

RESULTS

Country comparisons regarding selected entrepreneurial activity characteristics and some selected economic indicators. Countries of the region included into this research have a lot of similar features regarding the economic development stage as well as the entrepreneurial activity. Some characteristics of the analysed countries are presented in Table 1, which shows, among other things, that total early stage entrepreneurial activity characteristics in all six countries are similar, and, according to the Global Competitiveness Report, none of the countries can be considered as either technologically developed or globally competitive.

Country level differences regarding the self-efficacy factors are minor, but significant differences may be noticed regarding the percentage of adult population, who participated in the entrepreneurial education and training; the percentage is low, below 10% in Serbia and Turkey regarding formal as well as informal forms of entrepreneurial education and training and in Hungary, especially regarding informal forms of entrepreneurial education and training.
The positive relationship is even more stressed by informal entrepreneurial education and training. Model III confirms the hypothesis H3. The overall model is significant at the 0.000 level. The H2 is confirmed: Individual's level of fear of business failure is lower by his/her participation in the formal and informal entrepreneurial education and training both are significantly important for understanding the individual's self-confidence in skills, knowledge and experience for entrepreneurship, while in Model II the likelihood of individual to perceive fear of business failure was assessed. In Model III we test the connection of individual's self-confidence in having skills, knowledge and experience for entrepreneurship and his/her fear of business failure and the likelihood of person being involved into the early-stage entrepreneurial activity. Finally, in each of the three models two blocks of independent variables were included – by introducing block two we tested the possibility of stage of economic development effect, by including the categorical variable, indicating the three stages of economic development, as described in the previous chapter.

According to the research results of Model I the hypothesis H1 is confirmed – the formal and informal entrepreneurial education and training both are significantly important for understanding the individual's self-confidence regarding skills, knowledge and experience for entrepreneurship. The relation is positive – a person included into formal entrepreneurial education and training is on average almost 1.6 times as likely to perceive having necessary entrepreneurial skills (the log odds equal 1.563) than those who haven't. The positive relationship is even more stressed by informal entrepreneurial education and training - a person who participated in informal entrepreneurial education and training is on average more than three times (the log odds equal 3.066) as likely to perceive having necessary entrepreneurial skills, knowledge and experience, as compared to those, who haven't. The chi-square shows that the overall model is significant at the 0.000 level. The H1 is confirmed; indicating that individual's confidence in his/her knowledge and skills for entrepreneurial behaviour is strengthening by his/her participation in the formal and informal entrepreneurial education and training.

According to the research results of Model II also the hypothesis H2 is confirmed – the formal and informal entrepreneurial education and training both are significantly important in explaining the individual's fear of business failure. The relationship is negative, confirming expectations that those, who haven't participated in entrepreneurial education and training are on general more likely to perceive fear of business failure. Those who participated in formal entrepreneurial education and training are on general 0.768 times as likely to perceive fear of failure as those who haven’t; for those who participated in informal forms, the log odds are 0.818. The chi-square shows that the overall model is significant at the 0.000 level. The H2 is confirmed: Individual's level of fear of business failure is lower by his/her participation in the formal and informal entrepreneurial education and training.

Model III confirms the hypothesis H3. The overall model is significant at the 0.000 level, according to the chi-square statistics, and both variables are significant. Confidence in one's skill is significantly positively related to being involved into the early-stage entrepreneurial activity. These research results are expected and consistent with findings in previous researches, that people, who have self-confidence in entrepreneurial knowledge and skills are more likely to be entrepreneurially active [6], [18]. Those, who perceive themselves as possessing the necessary skills, knowledge and experience for entrepreneurship are more than nine times as likely to become entrepreneurially active (log odds equal 9.049) than those who do not believe to have these skills. On the other hand fear of failure is significantly negatively related with being involved into entrepreneurship. The result suggests (log odds equal 0.520) that those who perceive fear of business failure are only half as likely to become entrepreneurs as those who do not. It can be concluded that the increased perception of probability of failure reduces entrepreneurial incentives. The H3 is therefore also confirmed:

### Table 1: Country comparisons regarding entrepreneurial activity characteristics and some selected economic indicators.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Croatia</th>
<th>Greece</th>
<th>Hungary</th>
<th>Serbia</th>
<th>Slovenia</th>
<th>Turkey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total early-stage entrepreneurial activity</td>
<td>8.72</td>
<td>5.51</td>
<td>9.68</td>
<td>4.90</td>
<td>6.45</td>
<td>9.95</td>
</tr>
<tr>
<td>Self-confidence in skills, knowledge and experience for Entrepreneurship</td>
<td>59.80</td>
<td>55.30</td>
<td>48.09</td>
<td>64.24</td>
<td>50.80</td>
<td>48.76</td>
</tr>
<tr>
<td>Fear of failure</td>
<td>38.16</td>
<td>56.96</td>
<td>42.14</td>
<td>28.45</td>
<td>31.40</td>
<td>34.79</td>
</tr>
<tr>
<td>Participation in formal entrepreneurial education and training</td>
<td>24.45</td>
<td>15.19</td>
<td>20.70</td>
<td>4.01</td>
<td>31.49</td>
<td>4.42</td>
</tr>
<tr>
<td>Participation in informal entrepreneurial education and training</td>
<td>23.41</td>
<td>9.96</td>
<td>5.78</td>
<td>7.33</td>
<td>19.92</td>
<td>3.49</td>
</tr>
<tr>
<td>GDP per capita (US$ at PPP, 2012)</td>
<td>12,972</td>
<td>22,055</td>
<td>12,736</td>
<td>4,943</td>
<td>22,193</td>
<td>10,609</td>
</tr>
<tr>
<td>Global Competitiveness Index 2013-2014</td>
<td>75</td>
<td>91</td>
<td>63</td>
<td>101</td>
<td>82</td>
<td>44</td>
</tr>
<tr>
<td>Higher Education and Training Index 2013-2014</td>
<td>51</td>
<td>41</td>
<td>44</td>
<td>83</td>
<td>25</td>
<td>65</td>
</tr>
<tr>
<td>Business Sophistication and Innovation Index 2013-2014</td>
<td>80</td>
<td>81</td>
<td>71</td>
<td>125</td>
<td>49</td>
<td>47</td>
</tr>
</tbody>
</table>

1 Source: GEM data 2013, for Serbia GEM 2010, in percentage of adult population (18-64 years old); 2 Source: GEM data 2008; 3 Source: [19]; 4 Rank out of 148.

### Hypotheses testing results

The three logistic regression models, that were used to test hypotheses H1, H2 and H3, are presented in Tables 2, 3 and 4. In Model I we test the connection of individual's participation in formal and informal entrepreneurial education and training and a likelihood of individual's self-confidence in having skills, knowledge and experience for entrepreneurship, while in Model II the likelihood of individual to perceive fear of business failure was assessed. In Model III we test the connection of individual's self-confidence in having skills, knowledge and experience for entrepreneurship and his/her fear of business failure and the likelihood of person being involved into the early-stage entrepreneurial activity. Finally, in each of the three models two blocks of independent variables were included – by introducing block two we tested the possibility of stage of economic development effect, by including the categorical variable, indicating the three stages of economic development, as described in the previous chapter.

According to the research results of Model I the hypothesis H1 is confirmed – the formal and informal entrepreneurial education and training both are significantly important for understanding the individual's self-confidence regarding skills, knowledge and experience for entrepreneurship. The relation is positive – a person included into formal entrepreneurial education and training is on average almost 1.6 times as likely to perceive having necessary entrepreneurial skills (the log odds equal 1.563) than those who haven’t. The positive relationship is even more stressed by informal entrepreneurial education and training - a person who participated in informal entrepreneurial education and training is on average more than three times (the log odds equal 3.066) as likely to perceive having necessary entrepreneurial skills, knowledge and experience, as compared to those, who haven't. The chi-square shows that the overall model is significant at the 0.000 level. The H1 is confirmed; indicating that individual's confidence in his/her knowledge and skills for entrepreneurial behaviour is strengthening by his/her participation in the formal and informal entrepreneurial education and training.

According to the research results of Model II also the hypothesis H2 is confirmed – the formal and informal entrepreneurial education and training both are significantly important in explaining the individual's fear of business failure. The relationship is negative, confirming expectations that those, who haven't participated in entrepreneurial education and training are on general more likely to perceive fear of business failure. Those who participated in formal entrepreneurial education and training are on general 0.768 times as likely to perceive fear of failure as those who haven't; for those who participated in informal forms, the log odds are 0.818. The chi-square shows that the overall model is significant at the 0.000 level. The H2 is confirmed: Individual's level of fear of business failure is lower by his/her participation in the formal and informal entrepreneurial education and training.

Model III confirms the hypothesis H3. The overall model is significant at the 0.000 level, according to the chi-square statistics, and both variables are significant. Confidence in one's skill is significantly positively related to being involved into the early-stage entrepreneurial activity. These research results are expected and consistent with findings in previous researches, that people, who have self-confidence in entrepreneurial knowledge and skills are more likely to be entrepreneurially active [6], [18]. Those, who perceive themselves as possessing the necessary skills, knowledge and experience for entrepreneurship are more than nine times as likely to become entrepreneurially active (log odds equal 9.049) than those who do not believe to have these skills. On the other hand fear of failure is significantly negatively related with being involved into entrepreneurship. The result suggests (log odds equal 0.520) that those who perceive fear of business failure are only half as likely to become entrepreneurs as those who do not. It can be concluded that the increased perception of probability of failure reduces entrepreneurial incentives. The H3 is therefore also confirmed.
Individual's decision to become an entrepreneur is influenced by his/her perceptions of own skills and knowledge, needed for entrepreneurship and by perceived fear of failure.

### Table 2: Binomial logistic regression results – testing H1

<table>
<thead>
<tr>
<th>Variables</th>
<th>Coeff. (st. er.)</th>
<th>Log odds</th>
<th>Wald</th>
<th>Coeff. (st. er.)</th>
<th>Log odds</th>
<th>Wald</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal entrep. education and training</td>
<td>0.446** (0.081)</td>
<td>1.563</td>
<td>30.274</td>
<td>0.532** (0.083)</td>
<td>1.703</td>
<td>41.315</td>
</tr>
<tr>
<td>Informal entrep. education and training</td>
<td>1.120** (0.104)</td>
<td>3.066</td>
<td>116.971</td>
<td>1.135** (0.104)</td>
<td>3.111</td>
<td>119.646</td>
</tr>
<tr>
<td>Stage of economic development: Efficiency driven</td>
<td>28.481**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Transition from efficiency to innovation driven</td>
<td>-0.266** (0.067)</td>
<td>0.767</td>
<td>15.577</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Innovation driven</td>
<td>-0.25** (0.063)</td>
<td>0.722</td>
<td>26.351</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Model

| Constant | -0.045 (0.028) | 0.956 | 2.530 | 0.144** (0.046) | 1.155 | 9.895 |
| N | 12,884 | 12,884 |
| \( \chi^2 \) (df) | 288.755** (2) | 317.372** (4) |
| % correct clas. | 55.8 | 57.5 |
| \( R^2 \) (Nagelkerke) | 0.060 | 0.068 |

* - significant at p<0.05; ** - significant at p<0.01.

### Table 3: Binomial logistic regression results – testing H2

<table>
<thead>
<tr>
<th>Variables</th>
<th>Coeff. (st. er.)</th>
<th>Log odds</th>
<th>Wald</th>
<th>Coeff. (st. er.)</th>
<th>Log odds</th>
<th>Wald</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal entrep. education and training</td>
<td>-0.264** (0.080)</td>
<td>0.768</td>
<td>10.806</td>
<td>-0.400 (0.082)</td>
<td>0.671</td>
<td>23.634</td>
</tr>
<tr>
<td>Informal entrep. education and training</td>
<td>-0.201* (0.095)</td>
<td>0.818</td>
<td>4.505</td>
<td>-0.221* (0.095)</td>
<td>0.802</td>
<td>5.402</td>
</tr>
<tr>
<td>Stage of economic development: Efficiency driven</td>
<td>69.888**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Transition from efficiency to innovation driven</td>
<td>0.455** (0.136)</td>
<td>1.576</td>
<td>44.526</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Innovation driven</td>
<td>0.511** (0.065)</td>
<td>1.667</td>
<td>62.459</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Model

| Constant | -0.415** (0.029) | 0.660 | 211.572 | -0.727** (0.048) | 0.483 | 230.203 |
| N | 12,884 | 12,884 |
| \( \chi^2 \) (df) | 30.115** (2) | 101.483** (4) |
| % correct clas. | 61.8 | 61.8 |
| \( R^2 \) (Nagelkerke) | 0.006 | 0.021 |

* - significant at p<0.05; ** - significant at p<0.01.
In this paper the research model for analysis of impact of entrepreneurial education and training on individual’s decision to start with the entrepreneurial activity was formed. In the first part the impact of formal and informal sources of entrepreneurial education and training on one’s self-confidence regarding skills and knowledge needed for entrepreneurship and the impact on one’s fear of possible business failure is studied. In the second part the impact of these two self-efficacy factors on the likelihood of entering into entrepreneurial activity, is analyzed. The research is regional, focused on six European countries: Croatia, Hungary, Serbia, Greece, Slovenia and Turkey.

Research results show that early-stage entrepreneurs are more likely to be those individuals, who were participating in formal and/or informal entrepreneurial educations and training – these activities strengthened their self-confidence in possessing knowledge, skills and experiences, needed for entrepreneurship and lowered their fear of business failure. This was also the purpose of this study. It is meaningful to conduct the study of relations among entrepreneurial education and training, individual’s perceptual variables and entrepreneurial activity, since the results of our study may be used and applied in many countries where strong entrepreneurship can contribute to building a more solid economy.

The fact that the formal entrepreneurial education and training is perceived as very important source of entrepreneurial knowledge and skills is an important information for policy makers and educators. The curricula especially at the tertiary level should concentrate on those specific knowledge and skills needed by most potential entrepreneurs – regarding our results, this should include especially direct experience in the real business environment. This result is confirmed also by other researchers stressing, that effective entrepreneurial education and training should include methods that evolve team spirit, especially in the real business environment. The use of experience-based real-life methods and cases is crucial to develop entrepreneurial skills and abilities. Therefore in order to integrate entrepreneurship across the curriculum, the use of action-oriented teaching approaches should be necessary.

Based on results of this study we can conclude, that formal and informal forms of entrepreneurial education and training are related to perceptual variables describing self-confidence in entrepreneurial skills and business risk aversion level that are important for individual’s decision to become entrepreneur. Although the perceptual variables may reflect undertakings given the wrong subjective evaluations of individuals, these perceptions are nevertheless the basic for their decisions.
Our research regarding the stage of economic development effect, although preliminary, confirms that aggregate conditions such as level of technology, capacity to boost innovation, macroeconomic environment and several others, all cause differences in skills, attitudes towards risk and entrepreneurship.

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